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CURRICULUM STUDY FOR THE PROPOSED CONSOLIDATION OF FLAT CREEK, HEATH SPRINGS, KERSHAW HIGH SCHOOLS.

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SOUTH CAROLINA REGION 5 EDUC. SERVICES CENTER

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ONE OF THE FUNCTIONS OF THE SOUTH CAROLINA REGION 5 EDUCATIONAL SERVICES CENTER IS TO ASSIST SCHOOL DISTRICTS IN THE ASSESSMENT OF EDUCATIONAL NEEDS. THE SERVICE CENTER WAS REQUESTED TO FORMULATE THE NECESSARY CURRICULUM FOR THE CONSOLIDATION OF FLAT CREEK, HEATH SPRINGS, AND KERSHAW HIGH SCHOOLS, HAVING A COMBINED ENROLLMENT OF 502 STUDENTS IN GRADES 9-12. THE CURRICULAR NEEDS, BASED UPON THE CHARACTERISTICS OF THE STUDENT POPULATION, FOR THE PROPOSED CONSOLIDATION ARE PRESENTED IN THIS REPORT. SPECIFIC COURSES AND THE PHILOSOPHY FOR TEACHING THOSE COURSES ARE SUGGESTED. ALTHOUGH THE MAJOR EMPHASIS OF THIS DOCUMENT IS THE CURRICULAR NEEDS OF THE CONSOLIDATED SCHOOL (GRADES 9-12), ATTENTION IS ALSO GIVEN TO THE CURRICULAR NEEDS OF THE THREE JUNIOR HIGH SCHOOLS (GRADES 7-8). (ES)

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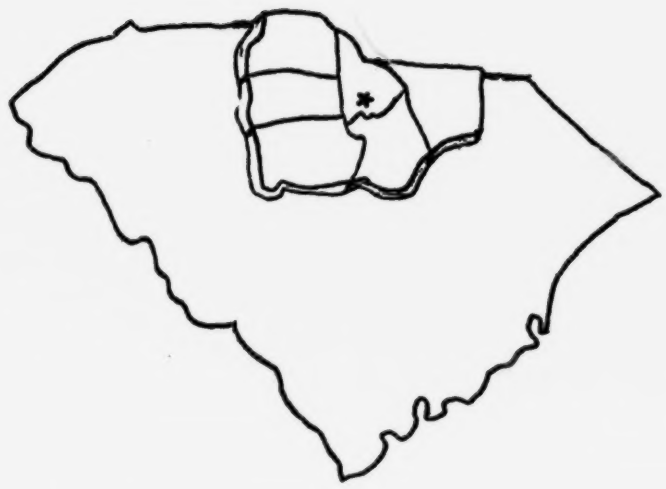
for the
Proposed Consolidation
of
FLAT CREEK, HEATH SPRINGS, KERSHAW
High Schools



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for the
Proposed Consolidation
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FLAT CREEK, HEATH SPRINGS, KERSHAW
High Schools

November 1, 1967

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Proposed Consolidation
of
FLAT CREEK, HEATH SPRINGS, KERSHAW
High Schools

Submitted to

Lancaster County Board of Education

[redacted] Members

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

One of the functions of the South Carolina Region V Educational Services Center is to assist school districts in the assessment of educational needs. This service is available to the schools of the Region upon the request of the school superintendent.

The educational leadership of Lancaster County and the personnel of the areas involved in the proposed consolidation have been of tremendous help in providing information for this study. Each of the area superintendents, Mr. Mobley, Mr. Graves, and Mr. Cole, along with Mr. Benton, Lancaster County Superintendent, has been most cooperative in assisting the members of the study team.

SCHOOL ENROLLMENT

The combined secondary school enrollment (grades 7-12) of Flat Creek, Heath Springs and Kershaw was 830 pupils in 1966-67 compared to 680 pupils in 1959-60. This represents a 22.1% increase for the reported seven-year period.

The enrollment for grades 9-12 for 1966-67 was 105 pupils in Flat Creek High School; 137 pupils in Heath Springs High School; and 260 pupils in Kershaw High School. Table #1 shows the enrollment for grades 9-12 in all three schools to be 502 students for the 1966-67 school year. Since the average increase in enrollment has been slightly over three per cent each year the projected enrollment for the top four grades is 532 students for the 1968-69 school year.

A breakdown of school enrollment by sexes does not reveal any significant implications as far as the school's holding power for boys and girls.

HIGH SCHOOL GRADUATES ATTENDING COLLEGE

Thirty-five of the 103 pupils graduating from the three high schools (Flat Creek, Heath Springs and Kershaw) in 1965-66 were admitted to college; this means that thirty-four per cent of the students graduating from high school enrolled in college.

The number graduating from high school and the number admitted to college from each of the three high schools are presented in Table #2.

SECONDARY ENROLLMENT FOR 1959-60 AND 1966-67

FLAT CREEK-KERSHAW-HEATH SPRINGS[a]

Table I

	FLAT CREEK				KERSHAW				HEATH SPRINGS				TOTAL				GRAND TOTAL		GAIN/LOSS	
	1959-60		1966-67		1959-60		1966-67		1959-60		1966-67		1959-60		1966-67		1959-60	1966-67	For 7 Year Period	
GRADE	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B & G	B & G	Number	Per Cent
7	21	15	18	16	40	36	48	48	20	22	23	32	81	73	89	96	154	185	+31	20.1
8	13	16	15	15	19	26	36	33	15	25	20	24	47	67	71	72	114	143	+29	25.4
9	15	19	13	12	18	25	37	39	16	17	19	21	49	61	69	72	110	141	+31	28.2
10	17	13	18	12	26	18	32	28	9	10	17	16	52	41	67	56	93	123	+30	32.3
11	16	8	7	19	24	22	38	27	18	17	20	11	58	47	65	57	105	122	+17	16.2
12	15	10	16	8	27	30	32	27	11	11	18	15	53	51	66	50	104	116	+12	11.5
Total	97	81	87	82	154	157	223	202	89	102	117	119	340	340	427	403	680	830	+150	22.1
Total Grades 9-12	63	50	54	51	95	95	139	121	54	55	74	63	212	200	267	235	412	502		

[a]Source: County Superintendent's Annual Reports, 1959-67.

HIGH SCHOOL GRADUATES ADMITTED TO COLLEGE[a]

TABLE #2

Schools	High School Graduates	Admitted to College
Flat Creek	21	7
Heath Springs	30	9
Kershaw	52	19
TOTALS	103	35

[a] Source: Report of Scholastic Record of College Freshmen, 1966-67, South Carolina State Department of Education.

While it is true that thirty-four per cent of all pupils graduating from these three high schools attended college, it should be noted that a more significant comparison would be how many students attended college out of the total number of students that entered first grade twelve years earlier, minus or plus those students moving in or out of the three attendance areas. The study, Dropouts in South Carolina Schools, 1966, shows that 50.9% of the Lancaster County white student population entering school in 1953-54 graduated in 1964-65. A combination of the Negro and white student enrollment indicates a 45.0% graduation.

An analysis of the drop-out figures for Flat Creek, Heath Springs and Kershaw schools is not included as it is felt that the figures would be comparable to the County as a whole.

Although it may appear that the combined schools send thirty-four per cent of the students to college, in reality only approximately seventeen per cent of those entering first grade actually go on to college. With this fact in mind, it appears that the new school should place great emphasis on a vocationally oriented curriculum and at the same time continue to strengthen the college preparatory curriculum for students who will attend college.

RECOMMENDED SECONDARY CURRICULUM
FOR THE NEW CONSOLIDATED ATTENDANCE AREA
FLAT CREEK-HEATH SPRINGS-KERSHAW
1968-69

The following should be considered only as a preliminary report. While the researchers of this report attempted to study some of the characteristics of the student population and relate these characteristics to specific curricular needs, they do not have the special insight that the leadership personnel of the existing schools have. The area superintendents, high school principals and guidance directors of Flat Creek, Heath Springs, and Kershaw areas should receive copies of this report so that the proposed course of study can be studied and modified to better meet the needs of the pupils.

The writers attempt not only to suggest specific courses for inclusion in the secondary curriculum, but attempt to present the philosophy in teaching this particular body of knowledge. Information contained herein should be helpful in determining the qualifications of personnel needed to carry out the recommendations as well as to offer directions in the selection of appropriate instructional materials and equipment.

While the major emphasis of this document is the curricular needs of the consolidated school (grades 9-12), attention is also given to the curricular needs of the three junior high schools (grades 7-8).

CURRICULUM FOR GRADES 9-12

Language Arts

The communicative skills (listening, speaking, reading, and writing) are the foundation for success in any field of endeavor. Educational psychology shows clearly the relatedness of the four language arts. Initially they develop in succession: listening, speaking, reading, and writing, each depending upon the preceding ones. The development of these skills is the prime responsibility of the English teacher.

The same emphasis should not be placed on communicative skills for all pupils. While all youngsters need to be exposed to each of the communicative skills, teachers should keep in mind the general contribution that the individual can and will probably make toward the betterment of our society. Some students will enter professions and occupations in which a high degree of skill in reading and writing is needed in addition to listening and speaking. Many pupils will enter occupations in which reading and writing are not as important.

This does not imply that all pupils should not receive instructions in developing reading and writing skills. The degree to which these youngsters can learn these skills will vary greatly. The school's task is to help guide pupils to develop the communicative skills in ways in which each pupil can best learn. The young person must be led to understand that his stature as an individual and his value as a member of society depend upon the willingness to develop his communicative skills to the highest level of his ability.

The following course of study should be offered:

English I

English II

English III

English IV

Journalism

*Business English

**Advanced Composition

***Remedial Reading

*Only students pursuing a commercial major should enroll. Typing I and Shorthand I should be prerequisite to enrollment. If possible, the commerce teacher should teach this course.

**Advanced composition should be offerred to the upper 25% of the senior class instead of English IV.

***Only ninth and tenth grade students reading below grade placement should enroll. Enrollees should be referred by English teachers and guidance counselors.

Mathematics

Some prominent features of the improved programs in mathematics include: (1) the discovery approach (inductive reasoning process), (2) use of consistent terminology including set vocabulary, (3) additional topics and the introduction of some mathematical concepts at an earlier level, and (4) emphasis of the structural properties of our mathematical system. No longer are pupils expected to learn mathematics by observing the teacher perform or by memorizing, but the pupil is actively involved in appropriate activities and attention is given to why the algorism being used actually works.

The following course of study should be offered.

General Math I

Algebra I

Unified Geometry

General Math II

Algebra II

Advanced Algebra and Trigonometry

The proposed new high school should not attempt to provide an accelerated five-year mathematics program as the eighth grade enrollments of the feeder schools will not be large enough to justify acceleration.

Science

Although a number of specific aims might be presented for teaching science in the public schools, generally there are three goals which seem to include or intimate justifications for a basic science program.

(1) To help pupils to acquire an appreciation of science as it affects daily living

(2) To help pupils to acquire a scientific attitude and to develop problem-solving skills

(3) To help pupils to acquire a substantial background of useful scientific information

The tendency on the part of many schools has been to accept the teaching of facts (as is implied in goal 3) as the primary goal of a science program. Too often this has been considered the only goal--if not in theory, in actual practice. Science has thus become erroneously characterized as a factual course.

The following course of study should be offered.

*General Science

*Physical Science

Biology

Chemistry

Physics

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*The lower 25-40% of the ninth grade class should possibly take General Science, while the upper 60-75% of the class should possibly take Physical Science.

Social Studies

The purpose of the social studies is to help to develop the thinking process of each individual in order that he can make a contribution toward improving society. The importance of the individual's assumption of responsibility at his level of capability should be stressed.

Some pupils will become leaders and hold responsible positions in government at the local, state, and possibly even the national level. Many more will serve as chairmen and members of special committees. The majority of pupils may never serve as leaders or committee members, but they have the ability to make a contribution to our society by being good citizens and exercising their right to vote. Whether students will be capable of making worthwhile decisions will depend in part on the social studies program of the school.

While it is true that there are pertinent facts that all youngsters need to know in order to grasp major concepts, social study teachers in particular must guard against the "recall of facts" method of teaching that was so prevalent several years ago in the majority of the classrooms across the United States. Teachers will want to help guide pupils to use their own powers of reasoning by providing educational opportunities for committee work and independent study within the social studies classroom.

If the school is the "melting pot" of the community where children from different cultures come together to learn values and attitudes, the social studies class should be the "melting pot" of the school where these students can come together for experiences in working together and learning skills that will better enable them to choose wisely.

The following course of study should be offered.

World Geography

World History

*U. S. History and Constitution

Psychology

*Government

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*Required of all students.

Fine Arts

Art

Art experiences are essential to the fullest development of all people at all levels of growth. Art is especially well-suited to such growth because it encourages freedom of expression. Art classes should be taught in such a manner that art is less a body of subject matter than a developmental activity.

Appreciation should be one of the most important goals in the art program. It leads to the enjoyment of art and desire to participate in art endeavors wherever they may be found. As appreciation grows, it is firmly based on the development of judgment and discrimination, so the individual is able to evaluate and select not only works of art, but the every-day items with which he wishes to surround himself.

Skills should be developed in the art program. Students should be encouraged in graphic and cultural communication by using representation, illustration, design, and three-dimensional construction. These skills give students the ability to make worthy use of their time and knowledge, and they lay foundations for other skills that will be gained later in life.

Knowledge should be as much a part of the arts program as it is of any other subject area of the curriculum. A background of facts concerning art should be included in the program, as well as familiarity with the understanding of outstanding artists throughout history.

A good art program, well conceived, properly staffed, and properly housed, cannot function without adequate materials. Good equipment and ample auxiliary aids such as slides, prints, films, projection equipment, and funds for renting exhibits should be made available.

Music

Ten per cent of the high school student body can be expected to participate in a "successful" band program. Twenty-five per cent or more of the high school

student body can be expected to participate in a "successful" choral program. The choral program should attract boys as well as girls. When boys fail to elect choral music at the secondary level, the condition is usually caused by the absence of required music at the junior high level or the lack of the music teacher's understanding of the natural problems of the boy's changing voice.

The following course of study should be offered in fine arts.

*Art

**Chorus

**Band

---

*Two levels of art can be taught in one class.

**Four levels of chorus and band can be taught in one class.

Health and Physical Education

Health instruction should be an integral part of the health and physical education program. The health program as outlined in A Guide for the Teaching of Health, Grades 1-12 should be followed.

The basic physical education program should be planned according to needs, interests, and abilities of students. In order to do this, schools must have adequate facilities, equipment, materials, and supplies, and qualified personnel. Greater emphasis should be placed upon the importance of leadership and supervision in the physical education program, and the public should be informed of the program.

The physical education program should include activities from the following categories: conditioning and combatives; games of low organizations and relays; stunts, tumbling, gymnastics and self-testing; rhythms; team sports, recreational, individual, and dual sports; outdoor education. A written course of study should be on file in the principal's office and placed on bulletin boards in the boys' and girls' dressing areas.

Instructions should be on a progressive basis in activities and by grade level. Administrators should avoid scheduling more than two consecutive grade levels in the same class. Class size is recommended the same as for other subjects, and forty pupils per class is considered the maximum.

The school should organize and schedule an intramural program for both boys and girls. The activities should be scheduled and selected according to the instructional program. Student leaders should be utilized.

The following course of study should be offered.

Health and Physical Education I

*Health and Physical Education II

---

*This course should be an elective for pupils in grades 10-12.

Foreign Languages

In contrast to former instructional approaches, heavy emphasis is now placed upon the listening and speaking skills in beginning levels of foreign languages, followed by gradually increasing attention to reading and writing. The latter two skills are now thought of as demanding prior control of sounds and intonation patterns along with unhesitating spoken use of the basic grammatical structures, if they are to be pursued creatively.

Authentic cultural elements should be present in connection with each of the skills as they are developed. If the learning sequence is long enough, its development should begin with everyday aspects of the foreign civilization and culminate with an appreciation of significant literary and artistic works.

Cultivation of the basic skills of a foreign language to the greatest possible extent demands that translation play a very limited role in the teaching of modern foreign languages.

Broadened aims and changed teaching procedures have resulted in a rather good choice of recently published textbooks and associated materials, including excellent recorded drills and visual aids. The time and energy spent by some teachers in adapting older textbooks could be much better used in the organization and direction of learning activity. Since students need frequent contact with a variety of native speakers, the tape recorder has become as necessary for the modern foreign language classroom as the chalkboard. Other audio-visual equipment such as filmstrip, overhead, and movie projectors are essential aids with some learning materials and are helpful for supplementary activity with others. More elaborate equipment such as the language laboratory or electronic classroom can add significantly to the development of basic skills when accessible for frequent, relatively short practice sessions. The type of installation should be determined by weighing all factors of the individual school program, including especially the teacher's training.

The following course of study should be offered.

French I

French II

*French III

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*Three or four years in one modern language is preferable to two years in two different modern foreign languages.

Home Economics

The responsibilities of the homemaker are more challenging today than ever before due to many choices which she makes in relation to new equipment, new products, and new techniques as well as changing values and roles of family members. This presents an increasing need for continued and expanded education to prepare youth and adults for the important vocation of homemaking.

Home economics education should be designed to help girls and boys gain some skills and understanding of human relationships which will help them to achieve more satisfying home living in their families today and in the future. Basic to the teaching of homemaking is the belief that education can help pupils learn better ways of meeting the situations in which they find themselves.

In addition to the broad courses in all areas of home economics, classes in family living are offered for eleventh and twelfth grade students with special emphasis on the following: (1) understanding of what constitutes a happy home; (2) increased understanding of themselves and their relationships with people; (3) some skill in bringing about successful personal and family relationships; (4) an increased willingness to assume responsibility for, and some skill in solving their own problems; (5) an understanding of standards of behavior and their effect upon personal development and family life; (6) an understanding of the importance of a home in the growth and development of children in a democracy; and (7) increased skill in the everyday management of a home.

All home economics classes should be single periods. The following course of study should be offered.

Home Economics I

Home Economics II

Home Economics III

*Family Living

---

*This course is for boys and girls.

Agriculture

The first two years of the agricultural program should be devoted to agricultural science with emphasis on plant and animal science, soils, fertilizers and leadership. These two years should serve as a base for the third year course which should be designed for specialized training for job entry in agricultural production or other agricultural occupations, such as Ornamental Horticulture, Forestry, Agricultural Chemicals, Meat Cutting, etc. For the program to be effective, facilities such as classroom shop area, tools, equipment, training aids and consumable supplies must be made available.

The writer of this study believes that the enrollment in agriculture will decrease appreciably when other trade and industrial courses are added to the curriculum. A fourth year of agriculture is not recommended for the first year of operation of the new high school.

All agricultural classes should be single periods.

The following course of study should be offered.

Agriculture I

Agriculture II

*Agriculture III

---

*This course should be defined according to the information above.

Business Education

Office career education should be provided through courses and curricula based on the career objective of the enrollee, including subject matter and practical experience. Business education training should be available for all students regardless of ability or age levels.

Learning experience in office occupations programs must meet current job demands, develop marketable skills, and provide for related learning. The total program must provide for the branch of experiences necessary to the preparation of competent office workers.

Facilities should be provided that are appropriate for the instruction given. Equipment should be adequate to provide the students with the necessary orientation and skills to enter the office. Equipment and facilities should be compared to those used in businesses in the area served by the office occupations program.

The following course of study should be offered.

*Personal Typing

Typing I

Shorthand I

Business English

Business Math

Typing II and Shorthand II

Office Practice and Bookkeeping I

---

*A one-semester course designed for students other than business education majors.

Vocational Education

A top-quality program of vocational education commences with a comprehensive industrial arts program at the junior high school level that provides experiences in as many areas of industrial arts as possible.

Industrial Arts

One semester or year of industrial arts at either the seventh or eighth grade level should be offered for all students, both girls and boys, with additional courses available on an elective basis. Such programs should place emphasis on the exploration of many material areas, application of concepts from other classes, development of the students' concepts of their own abilities and limitations, and interpretations of industries, organizations and contributions to our society.

At the high school level, further industrial arts programs should be made available to all students on an elective basis instead of the traditional area of woodworking. (Emphasis should be placed on metal processing and fabrication, electricity, power mechanics, mechanical drawing, graphic arts, and many other areas.) While industrial arts programs primarily contribute to the general educational needs of all students, individual vocational needs can be fulfilled for socioeconomically handicapped students who have identified such a goal.

Trade and Industrial Education

The ultimate goal of a trade and industrial education program is the development of a citizen who is competent economically, socially, emotionally, and physically. The classes are designed as trade preparatory training for students at the eleventh and twelfth grade level. The classes, which consist of both related studies and trade training, are offered three consecutive periods per day for two consecutive years or an approximate total of 1,080 hours.

Distributive Education

The basic purposes of the high school distributive education program--either

on the Cooperative or the Project Plan--are to (A) introduce the student to the field of distribution and marketing; (B) provide educational experiences which will enable the student to achieve success in a distributive occupation; and (C) provide the student with information which will make him aware of the varied career opportunities in distribution.

In addition to regular high school courses leading to graduation, students on both programs receive one period of job-related instruction. In the Cooperative Program the student spends his afternoons working in a selected distributive business in a planned program of supervised on-the-job training; the Project student spends his in identifying, developing, and evaluating competencies achieved through projects related to the student's occupational objectives.

The following course of study should be offered as a minimum program in vocational education.

Industrial Arts

General Shop I

General Shop II

*Auto Mechanics I

**Auto Mechanics II

*Textiles I

**Textiles II

Distributive Education I

**Distributive Education II

---

*Students registering for these courses should be given a selected aptitude test.

**It will not be possible to offer these courses during the first year of operation in the new high school since twelfth grade pupils will not have had experiences in the first level of these courses. Seniors should, however, be encouraged to enroll in the first level of these courses.

Driver Education

Many surveys have been made to learn if students who have had a complete course in driver education have better driving records than those students who have not taken the driver education course. The reports from the surveys, with few exceptions, verify that students who completed the driver education course had much better driving records than those who did not take the course.

Secondary schools are permitted to give credit and secure financial aid for the complete course in driver education by complying with the criteria recommended by the State Department of Education. Special legislation has been enacted for the purpose of providing driver education. Sections of the General Appropriations Bill passed by the General Assembly April 9, 1966 are quoted below:

> Section 9: The governing board of any school district maintaining a secondary school which includes any grades nine through twelve, inclusive, shall establish driver education and training programs for students in high school grades.
>
> The State Board of Education shall allow to each school district operating a driver education program an amount equal to thirty dollars per pupil completing the standard prescribed course in that school district during the preceding fiscal year in accordance with the regulations set forth by the State Board of Education for instructing pupils in driver education and training.

(Section 9 will take effect July 1, 1968.)

It may be feasible to offer driver education after school hours and during the summer as well as during the regular school year.

The following course of study should be offered in Driver Education:

*Driver Education

---

*This course should be an elective for pupils in grades 9-12.

STUDENT PLANNING

Guidance directors and principals of Flat Creek, Heath Springs and Kershaw secondary schools should begin meeting to discuss student planning before involving pupils. The staff of the S. C. Region V Center will be happy to meet with this group to assist with planning.

The planning sheet and proposed course of study sheet on the following five pages should be used in helping students to plan their high school education.

The selection of major and minor areas permits the student to study several areas in depth rather than studying isolated subjects. This should better prepare the individual for the world of work or for college.

The planning sheet will make it possible for each student to plan his entire high school course of study. Many students' plans will change from year to year and they should have an opportunity to do this planning each year.

The first step of student planning should be performed through group guidance. The principal and guidance director of each school should plan a series of teacher meetings so as to discuss the curriculum of the new consolidated school and to orient the staff in the role they are to perform in pupil planning.

The guidance director (or select teachers) should have an individual conference with each student to discuss the student's plans. The guidance director (or select teacher) should then have an individual conference with each pupil and have him copy the course selection for the 1968-69 school year on to a registration form. The pupil should take the registration form and the planning sheet home for the parents to see. Parents should sign the registration form and planning sheet signifying their approval. Students should return the registration form and planning sheet to the school.

It is suggested that all planning sheets be completed by the end of December. Registration should be completed by February 1, 1968. Although there may be minor changes in scheduling later due to failures, conflicts in scheduling, etc., this will provide a basis for the selection of teaching personnel for the consolidated high school.

1968-69 PLANNING SHEET

Name_____Grade____Number of Units before this year_____

First Major Language Arts____ First Minor_____
Second Major_____ Second Minor_____

Third Major_____ or Third Minor_____

9th Grade	10th Grade	11th Grade	12th Grade

This is not a registration form, but merely a planning sheet. We realize that some students' plans may change but urge you to give this planning your careful consideration. It is better to plan for your entire high school education than from year to year.

****

INFORMATION FOR PLANNING

1. Each student will major in at least two areas and minor in at least two additional areas. In order to have a major a student must have at least three units of work in a given area. It is recommended that students select a minimum of four units in their major. In order to have a minor a student must have at least two units of work in a given area.

2. All students must select Language Arts for their first major since English is required at each grade level.

3. No student will be permitted to take five academic subjects unless he is in the upper one-fourth of his class academically.

4. It is possible to have three or more majors or three or more minors or both three majors and three minors.

5. Beginning with those students entering the ninth grade in September, 1966 (class of 1970), a student must earn 18 units of credit to qualify for a state high school diploma.

6. Listed below are the areas that you can select for your majors and minors:

Major	Minor
Language Arts	Math
Math	Science
Science	Social Studies
Social Studies	Foreign Language
Foreign Language	Business Education
Business Education	Home Economics
Home Economics	Agriculture
Agriculture	Auto Mechanics
Auto Mechanics	Textiles
Textiles	Chorus
Chorus	Band
Band	Physical Education
	Art
	Shop
	Distributive Education

PROPOSED COURSE OF STUDY FOR 1968-69

The following courses are open to all pupils in grades 9-12 and will meet in combined classes:

1 Unit	Chorus I, II, III, and IV
1 Unit	Band I, II, III, and IV
1 Unit	Art I and II
½ Unit	Driver Education

9th Grade

Required Subjects		Elective Subjects	
1 Unit	English I	1 Unit	French I
1 Unit	General Math I or Algebra I	1 Unit	World Geography
1 Unit	General Science or Physical Science	1 Unit	Remedial Reading
1 Unit	*Health and Physical Education I	1 Unit	Home Economics I
		1 Unit	Agriculture I
		1 Unit	Industrial Arts

*With special permission it may be possible to delay taking Health and Physical Education until the tenth, eleventh, or twelfth grade.

10th Grade

Required Subjects		Elective Subjects	
1 Unit	English II	1 Unit	Biology
1 Unit	General Math II or Unified Geometry	1 Unit	World History
		1 Unit	Health and Physical Education II
		1 Unit	World Geography
		1 Unit	Remedial Reading
		1 Unit	French II
		1 Unit	Home Economics II
		1 Unit	Agriculture II

11th Grade

Required Subjects		Elective Subjects	
1 Unit	English III	1 Unit	Algebra II
		1 Unit	Chemistry
1 Unit	U. S. History and Constitution	1 Unit	French III
		1 Unit	Home Economics III
		1 Unit	Agriculture III
		1 Unit	Typing I
		1 Unit	Shorthand I
		1 Unit	General Shop I
		2 Units	Auto Mechanics I
		2 Units	Textiles I
		1 Unit	Family Living
		1 Unit	Journalism
		1 Unit	Health and Physical Education II
		1 Unit	Distributive Education I
		½ Unit	Personal Typing

12th Grade

Required Subjects		Elective Subjects	
1 Unit	English IV, Business English, or English Composition	1 Unit	Advanced Algebra and Trigonometry
1 Unit	Government	1 Unit	Business Math
		1 Unit	Physics
		1 Unit	Psychology
		1 Unit	Typing II and Shorthand II
		1 Unit	Office Practice and Bookkeeping I
		1 Unit	General Shop I
		2 Units	Auto Mechanics II
		2 Units	Textiles II
		1 Unit	Family Living
		1 Unit	Health and Physical Education II
		1 Unit	Journalism
		1½ Units	Distributive Education II
		½ Unit	Personal Typing

INFORMATION ON MAJORS AND MINORS

Listed below are all of the subjects in each area of majors and minors:

1. Language Arts
   - English I
   - English II
   - English III
   - English IV
   - Business English
   - Advanced English
   - Journalism
   - Remedial Reading

2. Mathematics
   - General Math I
   - General Math II
   - Algebra I
   - Geometry
   - Algebra II
   - Advanced Algebra & Trigonometry

3. Science
   - General Science
   - Physical Science
   - Biology
   - Chemistry
   - Physics

4. Social Studies
   World Geography
   World History
   U. S. History and Constitution
   Government
   Psychology

5. Business Education
   Typing I
   Shorthand I
   Personal Typing
   Typing II & Shorthand II
   Office Practice & Bookkeeping I
   Business Math
   Business English

6. Foreign Language
   French I
   French II
   French III

7. Agriculture
   Agriculture I
   Agriculture II
   Agriculture III

8. Home Economics
   Home Economics I
   Home Economics II
   Home Economics III
   Family Living

9. Auto Mechanics
   Auto Mechanics I
   Auto Mechanics II

10. Textiles
    Textiles I
    Textiles II

11. Band
    Band I
    Band II
    Band III
    Band IV

12. Chorus
    Chorus I
    Chorus II
    Chorus III
    Chorus IV

13. Shop
    Industrial Arts
    General Shop I
    General Shop II

14. Art
    Art I
    Art II

15. Distributive Education
    Distributive Education I
    Distributive Education II

16. Physical Education
    Physical Education I
    Physical Education II

Note: You cannot receive a major or minor in Driver Education because you can receive only ½ unit credit.

RECOMMENDED SECONDARY CURRICULUM FOR GRADES SEVEN AND EIGHT

FLAT CREEK-HEATH SPRINGS-KERSHAW

1968-1969

Long range plans should be made to consolidate grades seven and eight into one junior high school for the new attendance area. It is virtually impossible to offer the wide range of experiences deemed necessary for a comprehensive instructional program in the three separate schools. The per pupil cost for providing a meaningful program for these pupils will be far greater in three different schools.

The program for grades seven and eight for the 1968-69 school year should be as comprehensive as possible. The following course of study is recommended for each of the three junior high schools:

GRADE 7

Required	Electives (select two)
English	***Arts
Mathematics	***Chorus
Science	***Band
Social Studies	
*Physical Education	
**Reading	

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*Taught on alternate days.

**All pupils reading below grade placement should take reading on alternate days. Pupils not enrolled in reading should be enrolled in study hall.

***Should be taught two or three times a week.

GRADE 8

Required	Electives (select two)
English	***Arts and Crafts
Mathematics	***Chorus
Science	***Band
Social Studies	
*Physical Education	
**Reading	

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*Taught on alternate days.

**All pupils reading one or more years below grade placement should take reading on alternate days. Pupils not enrolled in reading should be enrolled in study hall.

***Should be taught two or three times a week.

PERSONNEL NEEDS

The researchers were asked to study the personnel needs for the proposed consolidated high school and the three seventh and eighth grade programs. They were also asked to project staff requirements for the central office and for the custodial staff for all schools of the attendance area.

Qualifications of Professional Personnel

Personnel for the new attendance area should be selected on the basis of certification and successful teaching experience. Current employees should be utilized provided they meet certification requirements. It will probably not be possible, however, to utilize all personnel due to a surplus for some positions. New courses of study added to the secondary curriculum will make it necessary to employ new personnel to teach these subjects.

Central Office

The combined school enrollment of the newly organized school area will justify only one central office administrator. A superintendent should be able to coordinate the entire school program for the number of schools and students of the area. It is recommended that the Lancaster County Title I Coordinator continue to assist with certain federal programs.

Teachers employed for band, chorus, and art should work out of the central office and have area-wide responsibilities. The following recommendations are made pertaining to these positions:

1. The band teacher should teach band in the elementary and junior high schools for two and one-half hours a day and should teach in the high school for two periods a day. This teacher should coordinate the band program for the entire school area.

2. The chorus teacher should serve as the public school music teacher for the newly organized attendance area. This teacher should coordinate the public school music program for grades 1-12 and should teach in the elementary and junior high schools for two and one-half hours a day and should teach in the high school for two periods a day.
3. The art teacher should serve as art teacher for the newly organized attendance area. This teacher should coordinate the art program from grades 1-12 and should teach in the elementary and junior high schools for two and one-half hours a day and should teach in the high school for two periods a day.

A secretary-bookkeeper may be the only secretarial help needed to conduct the secretarial work of the superintendent. Funds should be budgeted for a second secretary if this responsibility is too much for one person. Consideration should be given to employing a maintenance man to head-up the area-wide maintenance program.

Seventh and Eighth Grade Programs

Grades seven and eight will be considered a part of the elementary organizational plan in-so-far as reimbursement for state-aid is concerned. Consequently, the allocation of teachers will be based on a less favorable average daily attendance ratio than for the current year.

Reimbursement from the State for each of the three schools for pupils in grades seven and eight is estimated as follows: Flat Creek--two teachers; Heath Springs--three teachers; and Kershaw--five teachers.

The three schools should operate within the allocated teacher formula if at all possible. This does not include teachers of band, chorus and art. It is also suggested that the elementary principal and librarian of each school be responsible for grades 1-8.

Each of the three schools should departmentalize grades seven and eight so that a varied instructional program can be provided. Consideration may be given to block scheduling, single period scheduling, team teaching, or other such plans of organization.

Custodial needs for the three schools (grades 1-8) will also vary because of size. The following recommendations for custodial personnel should be considered:

Kershaw--Employ one full-time male custodian for twelve months a year. Employ two maids for ten months employment.

Heath Springs--Employ one full-time male custodian for twelve months a year. Employ one maid for ten months employment.

Flat Creek--A decision to use one or both buildings will alter the custodial needs for this school. If both school buildings are used one full-time male custodian should be employed for twelve months and one maid for ten months. If one building is used, it should be possible to reduce maid help to one-half day or to use high school students as sweepers after school hours.

High School

The proposed high school should have a supervising principal and an administrative assistant principal that would devote one-half of his day in performing administrative duties and one-half day to teaching. The assistant principal should be placed in charge of the buses and assist the principal in the performance of other duties. Consideration should be given toward ten or eleven months employment for the assistant principal.

One guidance person should be employed as guidance director for the school. Consideration should be given toward ten or eleven months employment for this position.

One school librarian should be employed. Consideration should be given toward ten months employment for this position.

Other recommendations for professional personnel for the proposed high school is calculated by estimating the number of pupils who will elect to enroll in a course of study. The only possible way to determine the exact personnel needs will be to have pupils register and convert registration figures to the number of teachers needed to provide the instructional program selected. The following information is therefore presented merely as an "estimation."

Language Arts

English I	5 classes
English II	4 classes
English III	4 classes
English IV	2 classes
Advanced Composition	1 class
Remedial Reading	1 class
Journalism	1 class

The number of language art classes is estimated at seventeen classes. There appears to be a need for three English teachers plus one teacher to teach two periods of language arts and three periods in another curricular area.

Mathematics

General Math I	2 classes
Algebra I	3 classes
General Math II.	2 classes
Unified Geometry	2 classes
Algebra II	1 class
Advanced Algebra and Trigonometry	1 class

The number of mathematics classes is estimated at eleven classes. There appears to be a need for two mathematics teachers plus one teacher to teach one period of mathematics and four periods in another curricular area.

Science

General Science	2 classes
Physical Science	3 classes
Biology	2 classes
Chemistry	1 class
Physics	1 class

The number of science classes is estimated at nine classes. There appears to be a need for two science teachers. One of these teachers could teach one period in another curricular area.

Social Studies

World Geography	1 class
World History	2 classes
U. S. History and Constitution	4 classes
Psychology	1 class
Government	4 classes

The number of social studies classes is estimated at twelve classes. There appears to be a need for two social studies teachers plus one teacher to teach two periods in another curricular area.

Health and Physical Education

Boys' Health and Physical Education	4 classes
Girls' Health and Physical Education	4 classes

The number of health and physical education classes is estimated at eight classes. There appears to be a need for one boys' and one girls' health and

physical education teacher. Each of these teachers could teach one period in another curricular area or each could hold two periods of study hall.

French

French I	2 classes
French II	1 class
French III	1 class

The number of French classes is estimated at four classes. There appears to be a need for one French teacher who could also teach one period in another curricular area.

Home Economics

Home Economics I	3 classes
Home Economics II	2 classes
Home Economics III	1 class
Family Living	1 class

The number of home economics classes is estimated at seven classes. There appears to be a need for one twelve-month home economics teacher plus another teacher to teach two periods of home economics.

Agriculture

Agriculture I	2 classes
Agriculture II	2 classes
Agriculture III	1 class

The number of agriculture classes is estimted at five classes. There appears to be a need for one agriculture teacher.

Business Education

Typing I	1 class
Shorthand I	1 class
Typing II and Shorthand II	1 class
Personal Typing	2 classes (one semester course)
Business English	1 class

The number of business education classes is estimated at seven classes. Since Personal Typing is for one semester only this would be equivalent to six classes. There appears to be a need for two business education teachers. One of these teachers could teach three periods in another curricular area.

Vocational Education

Industrial Arts	1 class
General Shop I	1 class
General Shop II	1 class
Distributive Education	1 class
Auto Mechanics I	2 classes (1 for juniors and 1 for seniors)
Textiles I	2 classes (1 for juniors and 1 for seniors)

The number of vocational education classes is estimated at eight classes. Considering that Auto Mechanics I and Textiles I are each three periods long this would be equivalent to sixteen classes. There appears to be a need for one auto mechanics teacher, one textiles teacher, and one industrial arts-shop teacher. The industrial arts-shop teacher could teach two periods in another curricular area. The distributive education teacher would possibly be a teacher teaching in another curricular area devoting one period a day to this subject.

Driver Education

Driver Education	4 classes (one semester course)

The number of driver education classes is estimated at four classes. Since driver education is only a one semester course this would be equivalent to two classes. The driver education teacher could be a teacher teaching in another curricular area.

Fine Arts

Art	2 classes
Band	2 classes
Chorus	2 classes

The number of fine arts classes is estimated at six classes. If the recommendations made under Central Office are followed, no additional personnel will be needed for fine arts.

OTHER RECOMMENDATIONS

1. Library books suitable for grades 9-12 should be transferred from the three high schools to the new high school. Even though many books may be transferred, there will be a need for a special appropriation to initiate the library program. Consideration should be given to budgeting $5,000 above the per pupil allocation for each school of the area.
2. An inventory of all materials, equipment, and furniture should be made in each school of the proposed consolidated attendance area. Many of these items can be transferred to the high school.
3. There is a need to assess the number of pupils who would benefit from special education classes. Special education is not recommended in the high school curriculum for the 1968-69 school year. A secondary class should be established only after there is an elementary program in operation.
4. Consideration should be given to making adjustments in the elementary attendance areas due to overlapping of bus routes. A further analysis of county-wide bus routes may lead to rezoning of the attendance area between Kershaw and Buford.